

STUDENT OBJECTIVES

- Identify personification
- Analyze personification

RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 241
- **Practice Model**, “The Young Sea,” p. 242
- **Practice Worksheets**, Levels A and B, pp. 243–244
- **Reteaching Worksheet**, p. 245

Teach

1. **Personification:** Write the following example on the board to introduce **personification** and review the difference between figurative and literal language.

EXAMPLE Suddenly the engine failed and the car came to a halt.

EXAMPLE The car let out a frustrated groan, and refused to budge any further.

- Explain that the first example is an example of **literal language**: The words tell what factually happened.
- Ask: Why is the second example **not** considered literal language? (*Sample: The car is incapable of feeling frustrated, and incapable of making a choice to “refuse” to do something.*)
- Explain that such language is **figurative**, an imaginative description that helps the reader visualize the scene. It is not meant to be understood in its literal sense.
- Elicit that the feelings and actions described are things a person would feel and do. Tell students that applying such language to animals or objects is called **personification**.

2. **Teaching Personification:** Distribute the **Lesson Summary** and preview the **Academic Vocabulary**. Explain that **personification** is a technique that may be used in any genre. Often, it is used in poetry, to create vivid imagery, and in fables—where animal characters are given the power of speech and human personality traits. Use the examples on the **Lesson Summary** to discuss the different ways the technique can be used.

- **Animal Characters:** Point out that animals cannot be sly or devious; these are human traits.
- **Inanimate Objects:** Ask: What action described is a plate incapable of doing? (*laughing*)
- **Places:** Note that humans can be friendly, not cities. A literal version of the same statement might read: *The people in Detroit are very friendly.*
- **Forces of Nature:** Ask students to give examples of nature personified.
- **Abstract Ideas:** Elicit additional examples from students such as *time stood still* and *love is cruel*.

PERSONIFICATION, CONTINUED

3. Guided Practice: Have a volunteer read aloud “The Wind” on the **Lesson Summary**.

- Read and discuss the annotations.
- Discuss what the poet achieves by attributing human qualities to a force of nature.
(*Sample: It imbues nature with a sense of mischief and childlike joy.*)

QUICK CHECK. Write the following sentence pair on the board. Then ask students the questions.

- A) The lazy sun woke up and decided it was time to rise.
- B) The sun rose slowly in the eastern sky.

1. Which sentence contains personification? (*A*)
2. What human quality is attributed to the sun? (*laziness*)
3. What human actions are attributed to the sun? (*waking up, making a decision*)

Practice and Apply

Practice activities on personification appear on pp. 243–244.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

NOTE: Both worksheets require the **Practice Model**, pp. 242.

Sample Answers: Practice Worksheet A

1. *the sea* 2. *being restless* 3. *speaking* 4. *laughing* 5. *being reckless*

Sample Answers: Practice Worksheet B

1. *hunting, line 4; speaking, lines 5 and 18; laughing, line 12* 2. *being restless, line 3*
3. *being reckless, line 12* 4. *The sea is a person who is always on the move, who moves without a care, and is confident of its own powers.*

Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should be able to identify each example of personification in the lines identified. If not, they would benefit from reteaching.
- **Practice Worksheet B:** Students should be able to identify and describe each example of personification in the poem. If not, they would benefit from reteaching.

For students who need reteaching, review the difference between figurative and literal language. Then, have them review the different types of objects and ideas listed on the **Lesson Summary** that can be attributed with human qualities. Brainstorm new examples of personification for each type. Then assign the **Reteaching Worksheet**, p. 245.

Sample Answers: Reteaching Worksheet

1. *a* 2. *b* 3. *a* 4. *a* 5. *a* 6. *the hurricane; showing mercy* 7. *the phone; refusing* 8. *the toaster; coughed up*